

H-580: Trauma and Memory in Modern East Asia  
Fall 2004 Wed. 4:00-6:40pm  
Classroom: AH 2131  
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Office: Adams Humanities 4202  
OH: W 2:30-3:30pm; Th. 3:30-5:00pm  
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## **Trauma and Memory in Modern East Asian History**

### **Course Description:**

This upper-level course invites students to use historical texts, literature, theoretical analysis, films, and primary source documents to analyze how Chinese, Japanese, and Korean women and men have experienced, described, contested the meaning of, remembered, and tried to forget a series of traumatic events that occurred in twentieth-century East Asia. Readings and discussions will address how traumatic events ranging from the Pacific War to the Cultural Revolution continue to be represented in radically different ways by nations and individuals in East Asia and, to a lesser extent, the United States.

### **General Objectives:**

History 580 will familiarize students with a variety of theoretical, methodological, and historiographical issues concerning cultural responses to and public and private memories of traumatic events in modern East Asian History. Throughout the semester students will be asked to wrestle with the following issues:

- Distinctions between personal memory, cultural memory, and official historical discourse
- The politics of memory and how memories of traumatic events liberate, constrain, or otherwise affect social and political action
- Cross-cultural understandings of trauma and traumatic memories
- Memory, trauma, and the writing of history
- Culturally specific images and icons of suffering
- Trauma and gender in East Asia
- The universal and the particular in cultural responses to trauma
- Writing trauma: the language of perpetrators; the language of victims
- How traumatic memories have been used in the construction of nationalist myths in East Asia

### **Skill Objectives:**

In addition to addressing these issues, this course seeks to sharpen your skills in critical thinking, analytical writing, and historical research by asking you to lead class discussions, prepare short analytical essays based on works of theory, and research and write a term paper. Your active participation in class discussions and your writing style and organization are important factors in determining your success in this course. Moreover, the ability to organize your thoughts and your writing in order to make thoughtful and convincing arguments about new information will serve you well for the rest of your life – both in college and in whatever career you choose to pursue.

## Course Requirements:

### Undergraduate Requirements:

- Attendance and Class Participation	15%
- One Presentation and Related Response Essay	20%
- Two 4-5 page Think-Tank papers	30%
- Term Paper (8-10 pages)	35%
(Proposal – 7%; Presentation – 8%; Paper – 20%)	

### Graduate Requirements:

Attendance and CP	10%
2 Presentations and Related Essays	20%
Two 5-page Think-Tank Papers	25%
Term Paper (15-18 pages)	35%
One Critical Book Review	10%

## **1. Class Participation – UG: 15%; G: 10%**

### a. Regular Attendance and Active Participation:

- Regular attendance is vital -- you cannot engage in course activities if you are not present. Because we meet only once a week, you are allowed only **one** unexcused absence. *If you miss more than one class, your class participation grade will drop one full grade for each additional unexcused absence.* I will pass around a written register of attendance at the beginning of class each day. Please plan to arrive on time and do not leave early.

- Active participation means more than simply showing up; it means coming on time, taking notes during lectures, videos, and student presentations, completing the assigned readings before each class, and making thoughtful contributions to class discussions.

**- Bring the assigned readings with you to class every week!!** Discussion is a crucial part of this class, and in order to participate effectively you must be able to refer to course readings as we discuss them.

- I will call on you at random to answer questions in class. Come prepared!

b. Reading Quizzes: I reserve the right to give occasional reading quizzes to ensure that students keep up with the assigned readings. All readings should be done *prior to* the day for which they are assigned.

## **2. Oral Presentation(s) and Related Response Essay(s) – 20%**

### a. Presentation(s): 10%

This is a seminar rather than a large lecture course, so the majority of each class session will be devoted to discussion of the issues raised in the weekly readings. On the second week of the semester each undergraduate student will sign up for one presentation and each graduate student will sign up for two presentations. Each presenter will be responsible for the following:

1. Prepare a 5-7 minute presentation analyzing and evaluating the assigned readings. Use critical thinking in your presentation. Do NOT try to rehash everything the author said in his or her work. Instead, critique what you read and demonstrate how the reading(s) you are presenting relate to one or more of the larger themes or questions raised in this course.
2. Prepare 5 analytical discussion questions concerning the reading(s) you presented and begin the class discussion of that reading.

### b. Related Response Essay(s) and Selected Book Review(s): 10%

- To help you prepare for your presentation and response essay, you are required to find and read one scholarly book review of the reading you will present. *(If you are presenting more than one reading, you may choose which reading to find a book review of).* A good

book review will help you place your reading in a broader context and will alert you to some of the strengths and weaknesses of that work. *Staple a copy of the book review to your response essay.*

- After completing the reading and finding a book review, you will write your own typed 3-page response essay concerning the reading(s) you are responsible for presenting. The task of writing a short response essay helps you to focus your thoughts before presenting them to the class. Your essay should include the following:

1. Complete Bibliographical Reference: Author's full name, title, place of publication, publisher, and year of publication.
2. A Brief Summary: Summarize the main argument of the reading or readings you will present. What is the thesis of each reading? (1 page).
3. The Broad Picture: How do the readings you will present relate to the other readings assigned for this class session? Based on what you read, what are the main issues and questions that should be discussed in class this week?
4. Discussion Questions: At the end of your response essay, type 5 analytical questions concerning the reading that you will use to start the class discussion of those readings.

*\*5. (Graduate Students Only) A Critical Evaluation: (If you are presenting more than one reading, you may choose to focus your critical evaluation on only one of them). What critiques do you have of the author's thesis, line of argument, or supporting evidence? To what extent has the author raised an important question, made a convincing argument, and supported that argument with logic and sound evidence? How would you define the main strengths and weaknesses of this reading? (Graduate student response essays may be 4 pages in length if necessary).*

### **3. Two 4-5 page "Think-Tank" Papers**

**U - 15% each; 30% total    G - 10% for 1<sup>st</sup> paper; 15% for 2<sup>nd</sup> paper; 25% total)**

These papers ask you to wrestle with the new theories, definitions, and methodologies introduced in course readings. Each paper should be no less than 4 pages and no more than 5 pages in length, double-spaced and typed in 11 or 12 point font with 1 inch to 1 and ½ inch margins. Late papers will be graded down one full grade for each day they are late. To receive full credit you must make extensive use of multiple readings assigned in this course. Poor spelling and grammar will affect your grade. You MUST cite your sources.

- a. Your first "Think-Tank" paper is due at the beginning of class on **Wednesday, September 29<sup>th</sup>**. In it you will first examine the differences between personal memory, cultural memory, and commemoration, and then comment on ways in which culture influences how "traumatic" events are defined, remembered, and responded to. Graduate students will also be asked to identify points of tension between history and memory.
- b. Your second "Think-Tank" paper is due at the beginning of class on **Wednesday, October 27<sup>th</sup>**. In it you will select one of the theoretical constructs or methodologies introduced in course readings concerning traumatic memories and use that methodology to conduct a close analysis of

how people in one of the following sources remembered and dealt with traumatic events:

1. Shusaku Endo's novel, *The Sea and Poison*
2. The short memoirs in Keith's *True Stories of the Korean Comfort Women*.
3. Three or four of the short memoirs recorded in Cook and Cook's *Japan at War: An Oral History*.

#### **4. Term Paper – 35% total**

##### **(7% proposal; 8% Presentation and article selected for presentation; 20% paper)**

a. Proposal (7%): - *You are required to meet with me to discuss your topic and sources in advance.* I will not read your paper unless I have accepted your proposal on it beforehand. Your paper proposal is due at the beginning of class on **Wednesday, October 20th**. It must be typed and must include:

1. A possible title
2. An introductory paragraph in which you state your proposed topic and identify the questions you will seek to answer
3. A tentative outline beginning with a topic paragraph
4. A list of the primary and secondary sources you plan to use. *Your list of primary and secondary sources must include full bibliographic information.*
5. A scholarly book review of one of the secondary sources that is central to your paper. (Staple a copy of the book review you selected to your proposal). *You must consult with me about your topic before submitting your proposal.*

b. Presentation and Selected Source: (8%) During the last two class sessions of the semester each of you will give a 10-15 minute oral presentation of your research project, and you will answer your classmates' questions concerning your research.

- To ensure that everyone in the class can be an active participant in the last two sessions of the course, each of you is required to select one reading concerning your research topic that was particularly important to the development of your research. **On Wednesday, November 10<sup>th</sup>** you must bring one clean xerox copy of your selected reading to class. Selected readings may include journal articles or book chapters of between 15 and 30 pages in length. *Be sure to include the complete bibliographical reference for your source.* I will place these readings on Electronic Course Reserve and in the Reserve room at Love Library. Participants in the class will be responsible for reading the articles suggested by their peers by 12/1 and 12/8.

c. Paper (20%): This paper is due at the beginning of class on **Wednesday, December 8th**. I will give you more specifics about the assignment well before it is due. Your paper should be 8-10 pages long (15-18 for graduate students), double-spaced, and typed in 11 or 12 point font with 1-inch to 1½-inch margins. It must include a formal introduction and conclusion and a **bibliography** listing all the sources you used in your paper. Use **footnotes or endnotes** to document your sources in the paper itself. Follow Chicago Style for your notes and bibliography. While you should use course readings for background, you are also required to find at least six out-of-class sources. You may include **one** reputable internet source, but the bulk of your sources must consist

of books or journal articles. Whenever possible, you should utilize original sources in translation for this paper.

- Be sure to print page numbers on each page and to staple your paper.
- *Late papers will be reduced one full grade each day they are late.* Papers will be graded down for poor grammar and spelling.

**\*Graduate Students Only:**

**5. One Critical Book Review - 10%**

Each of you will sign up to write a 3-5 page critical review of one of the extra graduate-student readings listed on the last page of this syllabus. Your review should briefly identify the book's major arguments, evaluate the author's use of sources and the logic of his or her arguments, place the work in the broader context of the issues and themes discussed in this course, and present your own analysis of the strengths and weaknesses of the book. For examples of what good critical reviews look like, consult book reviews published in the *Journal of Asian Studies* or the *American Historical Review*.

Do NOT, however, read reviews of the book you have signed up to review for this assignment. Reading other reviews before writing your own tends to damage your originality, and may tempt you to present someone else's ideas as your own.

- University plagiarism rules will be enforced. When you use another author's or reviewer's ideas, you **must** give that person credit in your text.
- Your paper should be no less than 3 pages and no more than 5 pages in length, double-spaced and typed in 11 or 12 point font with 1 inch to 1 and ½ inch margins. Poor spelling and grammar will affect your grade.
- You are encouraged to bring ideas and arguments from the book you reviewed into class discussions.

***Please note:*** *Academic integrity is expected of every student. Plagiarizing (submitting someone else's words or ideas as your own) in a paper or book review will result in a failing grade for the course. Please see the SDSU General Catalogue for more information.*

**Course Readings:**

**Books to Purchase:** The following books have been ordered from KB Books at 5187 College Avenue (Tel. 619-287-2665). I urge you to purchase all of these books because they will be very useful during class discussions and for course assignments. If you are unable to purchase them, however, you will find one copy of each book on reserve at the library. Additional readings may be handed out in class. This is a reading-intensive course. You will read between 100 and 150 pages per week for weeks 2-11.

1. H-580 Course Reader (two-volumes). Sold only at KB Books. **Required.**
2. T Fujitani, Geoffrey White, and Lisa Yoneyama, editors. *Perilous Memories: The Asia-Pacific War(s)*. Durham: Duke University Press, 2001.
3. Hogan, Michael, editor. *Hiroshima in History and Memory*. Cambridge: Cambridge University Press, 1996.
4. Endo, Shusaku. *The Sea and Poison*. London: Peter Owens Publishers, 1995.
5. Rae Yang. *Spider Eaters*. Berkeley: University of California Press, 1997.

## Course Outline:

### **UNIT I. THEORETICAL FRAMEWORKS: TRAUMA, MEMORY, AND THE WRITING OF HISTORY**

Week 1: Wed. Sept. 1

INTRODUCTIONS: Definitions and Theories

- Student definitions of trauma, memory, and commemoration

Week 2: Wed. Sept. 8

TOPIC: Memory, Culture, and the Politics of Memory

READING (All in Course Reader (CR)):

1. Pillemer, David B. *Momentous Events; Vivid Memories*. Chapters 2 and 6, pp. 25-62 and 177-212.
2. Sturken, Marita. *Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering*. Introduction and chapter 1, pp. 1-26
3. Bodnar, John. *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*. Chapter 1, pp. 13-20
4. Schwarcz, Vera. "The Pane of Sorrow: Public Uses of Personal Grief in Modern China." *Daedalus*. pp. 119-148

**- Discussion Questions due at the beginning of class.**

Week 3: Wed. Sept. 15

TOPIC: Trauma and Memory: The Universal and the Particular

Film Clip: *Rashomon*

READING (All in CR):

1. *Diagnostic and Statistical Manual of Mental Disorders*, 4<sup>th</sup> edition. DSM IV.
  - pp. 424-432; 48-51.
2. Herman, Judith. *Trauma and Recovery*. pp. 1-4; 7-50.
3. Michael Kenny. "Trauma, Time, Illness, and Culture: An Anthropological Approach to Traumatic Memory." *Tense Past: Cultural Essays in Trauma and Memory*. pp. 151-169.
4. Edgerton-Tarpley, Kathryn. "Experiencing the Famine: Trauma and Memory in a Famine Song from Xiezhou" in *The Semiotics of Starvation in Late Qing-China: Cultural Responses to the 'Incredible Famine' of 1876-1879*. pp. 1-28
5. Kleinman, Arthur, Veena Das, and Margaret Lock. Introduction; Kleinman, Arthur and Joan Kleinman. "The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times." *Daedalus*. pp.XI-XIV; 1-23

Week 4: Wed. Sept. 22

TOPIC: Trauma, Memory, and the Study of History

READING (All in CR):

1. Cohen, Paul. *History in Three Keys: The Boxers as Event, Experience, and Myth*. pp. xi-xvi, 3-13, 59-68, 69-95, 211-222, and 289-297.
2. Young, James. "Between History and Memory: The Voice of the Eyewitness." In *Witness and Memory: The Discourse of Trauma*. pp. 276-283.

3. Brewster, Scott and Virginia Crossman. "Re-Writing the Famine: Witnessing in Crisis." In *Ireland in Proximity: History, Gender, Space*. pp. 42-57.

## **UNIT 2. THE SORROW OF WAR: REMEMBERING THE PACIFIC WAR IN CHINA, KOREA, JAPAN, AND THE U.S.**

Week 5: Wed. Sept. 29

**\* First Think-Tank Paper due at the beginning of class.**

TOPIC: China and Korea Remember: Trauma and Gender

- Film Clip: *Silence Broken* or *In the Name of the Emperor*

READING:

1. *Perilous Memories* (PM). Introduction, pp. 1-26.
2. Course Reader (CR): Barstow, Anne Llewellyn, editor. *War's Dirty Secret: Rape, Prostitution, and Other Crimes Against Women*. Introduction, pp. 1-12.
3. CR. Cockburn, Cynthia. "The Continuum of Violence: A Gender Perspective on War and Peace." In *Sites of Violence: Gender and Conflict Zones*. pp. 24-36; 43-44.
4. CR. Howard, Keith, editor. *True Stories of the Korean Comfort Women*. pp. v-viii, 1-26, 32-49.
5. *Perilous Memories*. Chungmoo Choi. "The Politics of War Memories Toward Healing." pp. 395-407.
6. CR. Chang, Iris. *The Rape of Nanking: The Forgotten Holocaust of World War II*. pp. 3-16, 81-104, 199-225.

Week 6: Wed. Oct. 6

TOPIC: Japan Remembers? The Language of Perpetrators and Victims

- Film clips: *Grave of the Fireflies*; *Red Sorghum*

READING:

1. CR. Cook, Haruko Taya and Cook, Theodore. *Japan at War: An Oral History*. pp. 3-20, 145-167, 187-192, 276-281, 319-327, 343-349, 472-477.
2. Endo, Shusaku. *The Sea and Poison*. (Read All)
3. *Perilous Memories*. Morio Watanabe. "Imagery and War in Japan: 1995." pp. 129-149.

Week 7: Wed. Oct. 13

TOPIC: Japan Forgets? History Wars

READING:

1. CR. Buruma, Ian. *The Wages of Guilt: Memories of War in Germany and Japan*. pp. 3-12, 31-46, 189-201, 219-232, 249-261.
2. *Perilous Memories*. Daqing Yang. "The Malleable and the Contested: The Nanjing Massacre in Postwar China and Japan." pp. 50-78.
3. CR. Cook, Haruko Taya and Cook, Theodore. *Japan at War: An Oral History*.  
- pp. 35-38, 420-431, 441-447, 447-453.
4. Review Endo's *The Sea and Poison*.

Week 8: Wed. Oct. 20

**\*Term Paper proposals due at the beginning of class**

TOPIC: America Remembers; America forgets

READING:

1. ELECTRONIC RESERVES: Alperovitz, Gar. *Atomic Diplomacy: Hiroshima and Potsdam. The Use of the Atomic Bomb and the American Confrontation with Soviet Power*. Preface, pp. 61-65, and introduction, pp. 1-33 and 50-60.
2. Hogan, Michael. *Hiroshima in History and Memory*. Bernstein, Barton. "Understanding the Atomic Bomb and the Japanese Surrender: Missed Opportunities, Little-Known Near Disasters, and Modern Memory." pp. 38-79.
3. Articles from *Perilous Memories*.
  - a. Marita Sturken, "Absent Images of Memory: Remembering and Reenacting the Japanese Internment." pp. 33-48.
  - b. T. Fujitani. "Go for Broke, the Movie: Japanese American Soldiers in U.S. National, Military, and Racial Discourses." pp. 239-262.
  - c. Geoffrey White. "Moving History: The Pearl Harbor Film(s)." pp. 267-292.

Week 9: Wed. Oct. 27

**\* Second Think-Tank Paper due at the beginning of class**

TOPIC: Hiroshima in History and Memory

- Film Clip: *Hiroshima Mon Amour*

READING:

1. Cook, Haruko Taya and Cook, Theodore. *Japan at War: An Oral History* - "A Terrible New Weapon," pp. 382-399.
2. Articles from Hogan's *Hiroshima in History and Memory*.
  - a. Michael Hogan, "Hiroshima in History and Memory: An Introduction." 1-10.
  - b. John Dower, "The Bombed: Hiroshimas and Nagasakis in Japanese Memory." pp. 116-142.
  - c. Seiitsu Tachibana, "The Quest for a Peace Culture: The A-Bomb Survivors' Long Struggle." pp. 168-186.
  - d. Paul Boyer, "Exotic Resonances: Hiroshima in American Memory." 143-167.
  - e. Michael Hogan, "The Enola Gay Controversy: History, Memory, and the Politics of Presentation." pp. 200-232.
3. *Perilous Memories*. Lisa Yoneyama, "For Transformative Knowledge and Postnationalist Public Spheres: The Smithsonian *Enola Gay* Controversy." pp. 323-341.

**UNIT III. MAO'S CHINA AND AFTER: CLASS WARFARE AND "SPEAKING BITTERNESS"**

Week 10: Wed. Nov. 3

TOPIC: "Speaking Bitterness:" Surviving the Cultural Revolution

- Film Clip: *Farewell My Concubine*

READING:

1. Rae Yang. *Spider Eaters*. Chapters 1-14. (pp. 1-145).
2. CR. Chen, Jo-Hsi. *The Execution of Mayor Yin and Other Stories from the Great Proletarian Cultural Revolution*. pp. 37-66, 137-150.
4. CR. Kleinman, Arthur and Joan Kleinman. "How Bodies Remember: Social Memory and Bodily Experience of Criticism, Resistance, and Delegitimation following China's Cultural Revolution." *New Literary History*, pp. 707-721.

Week 11: Wed. Nov. 10

**\* Turn in one clean xerox copy of the source you selected concerning your research project. Be sure to include a complete bibliographical reference.**

TOPIC: "Shades of Mao" – Remembering Chairman Mao and Maoism

- Film Clip: *To Live*

READING:

1. Rae Yang. *Spider Eaters*. Finish all.
2. CR. Watson, Rubie S., editor. *Memory, History, and Opposition Under State Socialism*. pp. 1-19, 65-85.
3. CR. Barme, Geremie and John Minford, editors. *Seeds of Fire: Chinese Voices of Conscience*. pp. 121-130, 187-192.
5. CR. Schell, Orville. *Mandate of Heaven: A New Generation of Entrepreneurs, Dissidents, Bohemians, and Technocrats Lays Claim to China's Future*. pp. 279-292.

Week 12: Wed. Nov. 17

TOPIC: Tales of Tiananmen

- Film Clip: *The Gate of Heavenly Peace*

READING:

1. CR. Liu Binyan. "Tell the World" *What Happened in China and Why*. pp. ix-x, 3-63.
2. CR. Wasserstrom, Jeffrey and Elizabeth Perry, editors. *Popular Protest and Political Culture in Modern China: Learning from 1989*. pp. 1-6, 109-123, 244-275.

#### **UNIT IV. RESEARCH PRESENTATIONS**

Week 13: Wed. Nov. 24 – NO CLASS

*Happy Thanksgiving!*

Week 14: Wed. Dec. 1 - PRESENTATIONS

READING: Presenters' selected articles - on Electronic Reserves.

Week 15: Wed. Dec. 8 PRESENTATIONS

**\* Term papers due at the beginning of class.**

READING: Presenters' selected articles – on Electronic Reserves.

*Note: I reserve the right to make changes in this syllabus if it is necessary for the well-being of the course.*

## WRITING HANDOUT

### **ABBREVIATIONS:**

I will use several abbreviations when grading your papers. Here is an explanation to my abbreviation “code.”

TS: Topic sentence needed

CON: Conclusion needed

EV: Lack of concrete evidence

ILLOG: Illogical. The sentence/idea does not logically follow from the previous one.

UC: Unclear, needs further explanation

VT: Verb tense: keep verb tense consistent throughout your paper

FR: Sentence fragment

RO: Run-on sentence

AWK: Awkward wording; rephrase

TRANS: Insert a transition

IC: Improper citation

I will circle all simple grammatical errors in your first Think-Tank papers. It is up to you to take note of the stylistic errors you made and **avoid repeating them** in later papers.

I suggest that you consult your already-graded papers carefully before you sit down to write the next assignment so that you can steadily improve your writing skills. Repeating the same grammatical errors over and over gives the impression that you don't care about your work, and it will bring your grade down. Here is a list of the most common errors I see in student writing assignments. Avoid them!!

- a. Use of it's instead of its (it's = it is)
- b. Incorrect use of their, there, and they're
- c. Confusion over when to use effect versus affect
- d. Incorrect use of two, to, and too
- e. Confusion over when to use an apostrophe
- f. Incorrect use of commas versus semicolons versus colons
- g. Writing “confusionism” instead of “Confucianism” or “confusion” instead of “Confucian” – no, Chinese civilization was NOT based on confusion!!
- h. Oppressed pheasants instead of peasants
- i. Sentence fragments and run-on sentences
- j. Frequent changing of verb tense in the same paragraph or even the same sentence. Choose a tense and stick with it.
- k. Incorrect use of citations. You may use parenthetical citations for your short papers based on in-class readings, but you must use footnotes or endnotes for your Research Essays. Use the *Chicago Manual of Style* for directions on how to cite correctly.

If you are unclear about one or more of the above-mentioned stylistic errors, please purchase a copy of the *Chicago Manual of Style* or Strunk and White's *The Elements of Style* writing style-book and consult it regularly.

### Extra Graduate-Student Readings on Trauma, Memory, and History:

#### Weeks 2-4: General Works dealing with memory, trauma, and/or history and memory

1. Bodnar, John. *Remaking America: Public Memory, Commemoration and Patriotism in the Twentieth Century*.
2. Janoff-Bulman, Ronnie. *Shattered Assumptions: Towards a New Psychology of Trauma*. New York: Free Press, 1992.
3. Kammen, Michael G. *The Mystic Cords of Memory: The Transformation of Tradition in American Culture*. New York: Knopf, 1991.
4. O'Grada, Cormac. *Black '47 and Beyond: The Great Irish Famine in History, Economy, and Memory*. Princeton: Princeton UP, 1999.
5. Owen, David. *Remembrances: The Experience of the Past in Classical Chinese Literature*. Cambridge: Harvard UP, 1986.
6. Roth, Michael S. *The Ironist's Cage: Memory, Trauma, and the Construction of History*. New York: Columbia UP, 1995.
7. Roth, Michael and Charles Salas, editors. *Disturbing Remains: Memory, History, and Crisis in the Twentieth Century*. Los Angeles: Getty Research Institute, 2001.
8. Scheper-Hughes, Nancy. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press, 1992.
9. Spence, Jonathan. *The Memory Palace of Matteo Ricci*. Penguin Books, 1984.

#### Weeks 5-7: Battles over how to remember Nanjing and the Comfort Women

1. Stetz, Margaret and Bonnie B.C. Oh, editors. *Legacies of the Comfort Women of World War II*. Armonk: M.E. Sharpe, 2001.
2. Fogel, Joshua. Editor. *The Nanjing Massacre in History and Historiography*.
3. Yamamoto, Masahiro. *Nanking: Anatomy of an Atrocity*.

#### Weeks 8-9: Hiroshima in History and Memory

1. Oe, Kenzaburo. *Hiroshima Notes*.
2. Lifton, Robert Jay and Greg Mitchell. *Hiroshima in America: Fifty Years of Denial*. New York: Grosset/Putnam, 1995.
3. Engelhardt, Tom. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Metropolitan Books, 1996.
4. Hein, Laura and Mark Selden, editors. *Living With the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*. Armonk: M.E. Sharpe, 1997.
5. Hein, Laura and Mark Selden, editors. *Censoring History: Citizenship and Memory in Japan, Germany, and the United States*. Armonk: M.E. Sharpe, 2000.
6. Tachibana, Reiko. *Narrative as Counter-Memory: A Half-Century of Postwar Writing in Germany and Japan*. New York: State University of New York Press, 1998.

#### Weeks 10-12: Remembering the Cultural Revolution and Maoism

1. Barme, Geremie. *Shades of Mao: The Posthumous Cult of the Great Leader*. Armonk: M.E. Sharpe, 1996.
2. Schwarcz, Vera. *Bridge Across Broken Time: Chinese and Jewish Cultural Memory*. New Haven: Yale UP, 1998.

3. Madsen, Richard. *Morality and Power in a Chinese Village*. Berkeley: University of California Press, 1983.